

### En Route Learnings

- Hit the serve so the opponent has to use a high overhead stroke to make a return play on the ball.
- After serving move into an effective playing position in order to return the opponents service return.

### 3.1. Can the learner return the drive and lob serves three out of five times?

- Return a drive serve that forces your opponent to move.
- Return a lob serve that forces your opponent to move.

### Teach To The Objective

The focus on these learning experiences is on the defensive play of returning a serve. Consider developing these experiences simultaneously with Objective Number Two.

Most drive serves will be returned using a forehand or backhand. As the learners becomes consistent at returning drive serves they should begin to focus on placing the serve so that their opponent must move to return the serve. Forcing the opponent to deep corners makes them move from center court and allows the returning player of the serve to move into an advantageous position for the next shot. The most effective return however, is an ace. That is when the serve is returned so low on the front wall that it does not bounce.

The considerations are generally the same as above. The lob serve is returned with an overhand stroke when it bounces above the returner's head. A forearm stroke can be used when the ball is allowed to drop back toward the floor after the rebound. In this situation, contact is made below the waist. Skillful players will wait until the ball is very close to the floor. Incorporate into the above learning experiences activities that test the learners ability to return serves effectively. See how many serves out of ten can be returned that force the opponent to move out of position.

### Monitor Learner Progress

Does the learner return drive and lob services in three out of five trials?

Does the learner return 4 of 5 serves that will require the opponent to move at least (5 feet) from the place from which the ball was initially served?

## En Route Learnings

### 4.1. Can the learner maintain an effective playing position?

Use the area in the center of the court to maintain an effective playing position?

- Move to deep corners to return drive or lob shots.
- Move laterally to prevent passing shots.
- Move forward to return corner or low shots.

## Teach To The Objective

During game play the learners need to understand how to position themselves on the court for effective play. Model and explain how to position oneself in relation to another player. Review "Playing Strategy" (PEH, 203-4)..

Players consistently move out of position to make return shots and to often remain out of position until the opponent makes another shot. The learners need to practice court position. The teacher needs to model and explain the strategies used under these conditions.

Plan practice experiences that have the learners moving out of regular court position to deep corners. A common error among players is to lean with the body to reach shots. The learner must step with their lead foot toward the direction they need to go. Ask the learners to hit as many shots as possible to deep corners using either lob or drive shots. The learner needs to move back toward regular name position immediately after making the shot. They should be ready to react to any shot made by their opponent.

Use the same idea for passing shots and corner or low wall shots. For this experience to be valuable the teacher must control the play. The learners need to cooperate with each other. When the learners demonstrate they are reacting effectively to the ball and returning to regular playing position, set up a game-like activity that rewards them for effective play. Each player gets a point for each shot they return correctly. This places emphasis on returning the ball and getting into position. First player to get 6 points out of 13 is the winner.

## Monitor Learner Progress

Does the learner have the ability to lead with the correct foot when moving out of position to return a shot. (This also includes taking the correct angle to the ball).

Does the learner have the ability to move laterally?

Does the learner react quickly to low or corner shots?

### En Route Learnings

#### 4.2. Can the learner place shots that force the opponent to move out of position to return the ball (PEH 203-4)?

- Hit a lob or drive to a deep corner to move opponent deep.
- Use a wall corner shot to force opponent to move toward the wall.
- Place a shot to the center side of the court to force opponent to that side of the court.

#### 4.3. Can the learner place shots away from opponent when they are out of position (PEH 203 and 204).

### Teach To The Objective

Learners need to understand the strategies involved in placing shots that force an opponent out of position. The ideas of "setting up" an opponent to gain advantage must be modeled and reinforced if learners are to be successful. Use a cooperative drill requiring learners to place the ball so the opponent has to reach far left and far right court to extend self to alternately hit forehand and backhand. Use the same design for front and back.

Model and explain the strategy to the learners. Ask and expect them to use a lob or drive to set up their opponent. Continually emphasize the value of control in shots rather than just speed or force.

Learners who demonstrate the ability to use shots to effectively move their opponent out of position could be used to model their play to others. Explain to the learners what they're doing to be effective players. Use exaggerated court dimensions to encourage strategy and movement. Short and wide court for moving opponents laterally; long and narrow for moving opponents front and back.

Continue to refine footwork and strokes. For activity, the learners work in groups of threes. Set up a game-like situation that have only three hits(serve, return-return). While two learners are playing one is observing to see which player effectively moves their opponent out of position. The learner who forces his opponent out of position the furthest stays in to play. The player who moves out of position becomes the observer. The observer becomes the new player.

In this learning experience the learner will learn to identify when an opponent is out of position and select the appropriate shot to take advantage of the situation.

### Monitor Learner Progress

Does the learner have the ability to force an opponent out of position with a...  
...lob or drive shots?  
...corner shot?  
...down the side shot?

Can the learner select and use the appropriate shot when an opponent is out of position in three of five trials.

### En Route Learnings

- Use a lob or passing shot when an opponent is close to the wall.
  - When an opponent is to one side of the court, use a corner or passing shot to the opposite side of the court.
  - When an opponent is deep in the court, use a corner or low shot.
  - Use appropriate shots when an opponent is out of position.
- 4.4. Can the learner play a singles game to six points using appropriate strategies and skills.**
- Selecting of serves to keep the opponent "off balance".

### Teach To The Objective

Model and explain the conditions that may occur during a game and how to take advantage of an opponent who is at a disadvantage. Continue to reinforce the idea that control is more important than speed.

For learning experiences 4-A, B, and C control the conditions so the learners can practice the shots. For example, have one learner focus on keeping the ball in play so that the other learner can practice hitting the desired shot. For activity, after all learners have successfully practiced the shots have them play a game modifying the scoring rules.

Each player will get a point for successfully placing a ball when the opponent is out of position. Score three (3) when a point is scored. Play a game to three or five points and rotate players.

Again, the learners must be able to cooperate to successfully complete this experience.

When the learners have demonstrated the ability to use the learning experience presented they are ready for game-like play. For some learners you may need to modify the games to facilitate skill acquisition; such as smaller court, easy serves, players keep the ball in the center of the court. Monitoring may indicate that some learners need to return to a specific learning experience for more practice and refinement.

### Monitor Learner Progress

Using all of the previous assessment ideas observe the learners to determine if they are:

1. Using good skill technique?
2. Selecting appropriate strategies under game conditions.

### En Route Learnings

Using a variety of shots under similar conditions to prevent the opponent from predicting your next shot.

#### 1.5. Can the learner play a doubles game using appropriate strategies and skills?

Selecting of serves to keep the opponents "off balance".

Using a variety of shots in relation to partners position and opponents position to gain an advantage.

### Teach To The Objective

Consider grouping learners according to current skill levels. If skill levels change, regroup. Set up various types of tournaments, (PEH 369-71). Try challenge, ladder, and round robin tournaments. Organize those for the different skill groups.

A doubles game is a more complex playing experience than singles. Not all learners will be ready for doubles play even if they can play singles. Through effective monitoring you will be able to determine when learners are ready. Only use doubles if court space is large and only after careful and through teaching for safety. Encourage liberal calling of hinders in doubles play.

Same as above (5,A).

Learners will need to focus on how to work with a partner in game conditions to gain an advantage in play over the opponents. This includes court position; up-back or side by side, shots down the middle, and making and receiving serves. Explain, model, and respond constantly to learners to help them recognize the strategies of doubles game play.

### Monitor Learner Progress

If the learners demonstrate continuous weakness in particular areas, consider having them return to specific learning experiences for refinement.

Does the learner demonstrate the ability to effectively and efficiently play a doubles game?

## TABLE TENNIS

The game of table tennis popularly called Ping Pong may be one of the most popular forms of recreation activities. It is played in schools, homes, churches, clubs and at camps. It is a game which can be played vigorously or leisurely and involves good hand-eye coordination, and tracking skills. Games rules and strategies are similar to the other net/racket activities and employ the strategy of trying to place the ball in an area where it is difficult for the opponent to return it. The game can be played by two or four players in a relatively small space. It is an activity enjoyed by young and old.

### Equipment

Collapsible commercial table or 5'x 9', 5/8" plywood supported by wooden horses, two posts to hold a 66 inch long net, wooden paddles and celluloid ball.

### Considerations

The unit may be taught separately or combined with other recreational sports like shuffleboard, deck tennis and horseshoes. It is often combined with volleyball or badminton units when maximum participation is desired, so that students move from small game like conditions to table tennis play. An adequate description of game strokes, strategy and rules is found in the Physical Education Handbook (224-229).

### Key References

United States Table Tennis Association. Table Tennis for You (current edition). Philadelphia, PA USTTA.

Miles, Dick, Sports Illustrated Table Tennis. Philadelphia, PA: J.B. Lippincott, 1974.

Varner, M. and Harrison, J.R. Table Tennis. Dubuque, W.C. Brown Company, 1968.

Meyers, Harold, Table Tennis. Salem, N.H.: Faber and Faber, 1977.

Grade/Level: Secondary

Concept/Activity: Table Tennis

Objectives: The learner will be able to:

1. Continuously hit a ball with a partner for at least thirty seconds.
2. Serve a ball correctly four out of five trials while playing a single/doubles games.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

1.1 Can the learner keep a ball going with a partner (PEH 226 - 228)?

To help learners gain a feeling for the equipment and to focus concentration on the tracking and hitting skills have learners get in personal space and self hit the ball upwards as often done in other racket sports. Can they control the equipment, with proper grip and self hit for 30 seconds?

Keep the ball going using a "shake hands" grip.

The focus in these learning experiences will be to keep the ball going. Do not be concerned about the net or the number of bounces. It may even be helpful not to have a net during the early part of the learning experience. Explaining and modeling the kind of experience desired is very helpful to the learners. The following learning experiences could be developed simultaneously.

Keep the ball going with a partner using the forehand push.

The most common grip is the "shake hands" grip generally natural to the learner.

Proper stance is critical for an effective and efficient forehand push.

1. Knees are bent.
2. Weight on forward heel of the foot.
3. Arms in front, elbow bent.

A critical element of a table tennis stroke is that it is a pushing action.

1. Rotate shoulder so the left shoulder is pointed toward the table.
2. Push racket forward, extend arms and shoulder square up to table.
3. Body weight transfers from back foot to forward foot through the stroke.

Does the learner demonstrate the ability to grip the handle?

Does the learner effectively use a forehand push stroke to keep the ball going for thirty seconds?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Keep the ball going using the backhand push.

1. Ball is played at the highest point.
2. Rotate right shoulder toward table as arm draws back.
3. Push racket forward.
4. Weight transfers same as above.

Does the learner effectively use a backhand push stroke to keep the ball going for thirty seconds?

Keep the ball going using the forehand and backhand stroke.

Learner cannot effectively continue until they can demonstrate the forehand and backhand push stroke. Be sure the learners' focus is on keeping the ball going. Have the learners see which set of partners can keep the ball going for twenty, twenty-five, thirty seconds. The group(s) that keep it going are the winners.

Does the learners demonstrate the ability to keep the ball going:  
...twenty seconds?  
...twenty-five seconds?  
...thirty seconds?

2.1 Can the learner serve the ball correctly four out of five time (PEH 228)?

Practice serving without an opponent.

There are variety of serves and many individuals modifications. Focus on the "Topspin Serve" (forehand side).

To begin this experience have a server hit five serves and receiver catch the ball, then rotate. Insure students have success serving before allowing partner to return the serve. The learners should focus just on serving the ball. The learners can serve to a partner who returns with a push stroke. The partners can continue to rotate practice serve every five to ten trials. As the learners demonstrate control, have them test their skill. Each learner receives a point for each legal serve. The first learner to obtain fifteen points is the winner.

Does the learner serve a ball correctly four out of five trials?

Serve the ball to a variety of locations on the opponent's side (singles).

The same general considerations above will apply to this learning experience. The learner will begin to focus on placing serves to various locations on the receiver's side of the table. The server needs to make the opponent move-reach-for the ball. During the early learning experiences, the server should focus on control. Increase the speed of the serve and variations as control is gained. In singles, the server has a greater area in which to serve. In doubles, the service area is reduced by one half. Learners should practice both. However, focus first on singles type serves.

Does the learner serve to a variety of places on the receiver's side of the table?

Change the speed of the serve.

Does the learner show variation in the serve, such as: speed and placement in four of five trials?



## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Serve the ball hard and fast in a doubles game.

As the learner gains control, they can begin to practice serving to a doubles service area. The strategies for singles and doubles can be different. In singles, the server can serve different places with different speeds that can make an opponent move. In doubles, a hard fast serve is the best strategy.

Use the same testing activity above but only assign points when a serve is not returned.

### 2.2 Can the learner return a serve four out of five trials (PEH 226 - 228)?

Practice returning easy serves to forehand and then to the backhand.

Increase the speed of the serve to the forehand and then the backhand.

This En Route Learning could easily be developed with En Route Learning 2.1. The focus has broadened to include returning serves.

Explain and model to the learner the correct technique. The previous learning experiences of the forehand and backhand stroke are similar and should transfer to this experience. The learners should practice with returning easy serves first. As effectiveness increases, increase the speed of the serve. The learner should concentrate on returning one stroke at a time. Focus on the forehand push first. Bring the backhand push in as control is demonstrated. The partner serving the ball must cooperate for the receiver to have a meaningful practice experience. Have partners rotate serving and returning every five to ten trials.

The server will select different areas to serve the ball to, the returner must react to the serve from a proper stance (PEH 226 - "Stroke") and select the correct stroke. The serving partner should begin using easy serves and gradually increase the speed of the serve.

Does the learner return easy serves with the forehand in four out of five trials?

Does the learner return easy serves to the backhand four out of five trials?

Does the learner return serves from the:  
- forehand push?  
- backhand push?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Design an activity that tests the learner's ability to return serves. Each return that is legally hit into the opponent's court would receive one point. Each partner has five return stroke tries. The first one to receive five, ten, fifteen points is the winner.

Does the learner return four out of five serves correctly when receiving serves from different locations on the table?

### 2.3 Can the learner place shots that the opponent is unable to return?

The learners will practice return strokes. The focus during the early learning experiences will be on easy shots. Keep the ball in play as the learners demonstrate increasing control they should gradually increase speed and placement of shots. Explain and model to the learners as necessary.

Place shots that force your opponent to move to make a return.

Focus shifts to competition strategies the learners are trying to place shots that force their opponent to make a return. The objective is to get them to move their feet. Develop a ten hit game and decide who is the winner by having an observer count the times each opponent forced their partner to move. Focus on easy placement shots, not speed, in the beginning. Gradually increase the speed of the shot as control is demonstrated. Both learners can begin to focus on placing shots when they demonstrate the ability to place shots. The learners can hit back and forth and try to place shots when the opportunity exists.

Does the learner demonstrate the ability to place shots in three out of five trials?

Place shots that you do not want your opponent to return.

Emphasize placing shots that are not returnable. This does not mean that every shot has to be offensive. Help the learners recognize how to use volleying to set up an offensive shot. Offensive shots can be made with a great deal of force or a well placed soft shot. Learners consistently need teacher responses to help then refine the skills and strategies in this learning experience.

Does the learner make shots, in three out of five situations, that force their opponent off balance or out of position so that the following shot is a passing shot?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

### 2.4 Can the learner play a regular game of table tennis?

Many of the rules should have gradually been introduced to the learners during the previous learning experiences. Introduce to the learners the additional rules necessary for game play. Continue to assess and refine game skills. If necessary, return learners to previous/learning experiences to refine skills.

Play a singles game of table tennis.

In singles game, place the ball to create a passing shot or score:

1. Place the ball to the back, forcing the opponent to move and reach for a return.
2. Place the ball to the spot that is the most open.
3. Hit the ball deep to force the opponent back.
4. Hit a cross table shot away from opponent's position.
5. Use side spin to force the ball to rebound and top spin to force a low fast bounce.

Does the learner demonstrate the ability to play a singles games of table tennis using effective strategies in three out of five trials?

Play a double game of table tennis.

Some learners may have more difficulty in doubles table tennis than they had in singles. The additional players and strategies increase complexity of game play.

1. The strategies for singles apply for doubles:
2. Hit the ball away from the returning opponent.
3. Make room for your partner to make a return.

Does the learner demonstrate the ability to play a doubles game of table tennis using effective strategies in three out of five trials?

If learners are not ready for the game, have them continue to play singles. You can control the learning experience by grouping the learners according to their ability and by having the learners practice the game cooperatively until they are ready for competitive play. The teacher's primary consideration is to control the learning experience so that learners developmentally acquire the skills. Modify rules, such as scoring, to make the playing experience more practical to class conditions. Games could be shortened to 15, 11, or 6 points. If you shorten to less than 15 points, consider modifying the service rotation to every three points scored. Organize some tournaments for interest such as: ladder tournaments, round robins, and elimination tournaments using both individual and team categories.

## TENNIS

Tennis is a popular sport that can provide challenge, fitness and coeducational recreation for persons of all ages and ability levels. The game has always appealed to both sexes and it can be played strenuously or leisurely. Speed, agility, coordination and endurance are all factors in successful tennis play. The game of tennis can be played either as singles or doubles.

Tennis is a physically demanding game at most levels. It requires a wide range of physical skills and a knowledge of strategy, and the game can be difficult for some people to learn. The game looks easier to play than it is, so it will require attentive practice of fundamental skills. You do not have to be a great athlete to enjoy tennis, but physical skills and mastering techniques can add to enjoyment of the game.

The design of the tennis unit in this guide relies on sufficient backboard or wall space and tennis courts so that students get sufficient practice in fundamental skills. Several ability levels of tennis can be taught at the same time if teacher's pretest and monitor progress of students. It is important to insure that students receive enough practice and instruction to feel successful at the level they are working.

The game of tennis is played by two or four players. The objective of the game is to score points by serving or placing the ball where the opponent cannot return it. One server serves the entire game. The point system is as follows: love-15-30-40-game. If the score is tied at 40-40 it is called deuce and to win the game one player or team must win two consecutive points.

Tennis began as an elitist game played by a few men in private clubs and has evolved to a popular lifetime activity. The United States Tennis Association estimates that about thirty million Americans play regularly. During the last twenty years the availability of tennis courts has greatly increased participation. Other technological changes in

rackets, balls and courts and the increase in televised tennis have all enhanced participation.

### Key References

USTA School Program and Curriculum, Princeton, N.J.: United States Tennis Association, 729 Alexander Road, Princeton, N.J. 08540 or (609) 452-2580. This resource provides graded skill check sheets for tennis levels which are comparable to the American Red Cross Swim Program and ability level assessment.

Brown, Jim, Tennis: Strokes, Strategies and Programs, Englewood Cliffs, N.J.: Prentice Hall, Inc. 1980.

Kenfield, John F., Jr. Teaching and Coaching Tennis, William C. Brown, 1982.

Kraft, Eve, The Tennis Workbook, Unit One, Princeton, 1983.

Murphy, Chet, Advanced Tennis, William Brown Company Publishers, 1982.

**Level: Secondary**

**Activity: Tennis I**

**Objective: The learner will be able to:**

1. perform a forehand stroke while striking the ball against a wall and from a partner toss
2. perform a backhand stroke while striking the ball against a wall and from a partner toss
3. use both the forehand and backhand to keep the ball going with a partner
4. use the forehand and backhand stroke to place cross court and down the line shots
5. use the forehand and backhand stroke to keep the ball going in simple game-like conditions

En Route Learnings	Teach To The Objective	Monitor Learner Progress
<b>1.1. Can the learner use the forehand stroke in a wall setting (PEH 286-288)?</b>	During these learning experiences, utilize any space that has a wall so that learners can volley against the wall. (Gymnasium wall/bleachers; outside area with a wall, etc). A parking lot near the gym; or a wall at the tennis courts or plywood boards attached to the tennis court fence are other possibilities.	
- Demonstrate the forehand stroke from the ready position without a ball.	Explain and model to the learners the correct ready position. They should demonstrate the position to you. When they are ready, explain and model the forehand motion from the ready position. Have learners work slowly and gradually increase their movement until they have a fluid motion.	Does the learner demonstrate a fluid forehand stroke from the ready position without a ball?
- From a lightly tossed tennis ball, use a forehand stroke to hit the ball to the wall.	As the learners demonstrate fluid movement, introduce a ball. Explain and model to the learners how they should toss a tennis ball lightly to their partner with the racket. The learners with the rackets will use the forehand stroke to hit the ball to the wall. The focus is on efficiency of the stroke motion. The contact with the tennis ball should be fairly soft. As the learners demonstrate control gradually allow them to increase the force. In this experience, it is necessary to have the learners work at a level of force that allows for safe productive work. Have the learners rotate every five to ten tosses.	Does the learner demonstrate the ability to use the forehand stroke with control and sound technique to strike the ball against the wall in three of five trials?
<b>1.2. Can the learner use the forehand in a partner toss setting (PEH 286-288)?</b>	In these experiences, the learners will be practicing without the use of the wall. The learners can practice in an open area such as the gym, tennis courts, parking lot or track.	

### En Route Learnings

- From a lightly tossed tennis ball, use a forehand stroke to hit the ball back toward your partner.

- Gradually increase the distance of the toss to the forehand stroke side.

- Use the forehand from a variety of directional tosses (right, left, up and back).

#### 2.1 Can the learner use the backhand stroke in a wall setting (PEH 285-286)?

- Demonstrate the backhand stroke from the ready position without the ball.

### Teach To The Objective

This is similar to the three learning previous experiences. The focus is on a softly tossed ball so the learner can practice on the forehand stroke. Avoid putting emphasis on accuracy, such as "you must hit the ball back to your partner." Focusing too early on accuracy may not facilitate a quality forehand stroke motion.

The focus is on gradually increasing the distance of the toss. Be sure the tosses help facilitate forehand practice. If the toss bounces too high or is too fast for the ability of the learner to handle, learning will be hindered. The learners should only increase the distance at the discretion of the teacher. During this experience the distance the tossers are from the learners will begin to vary from group to group because of the variation in the skill ability of each learner.

Design an activity that focuses on the stroke action. For example: For each stroke that makes good contact award the learner one point. The learners could keep score by using the tennis scoring system - love, 15, 30, 40.

The focus here is to get the learners moving out of ready position by sliding left or right and moving up or back. The distance should not be more than several steps. When making the learners move to the non-dominant side be careful not to make the learners move too far; you want to prevent the learners from wanting to "move around the backhand". For an activity, consider using the ideas suggested previously.

The learning experiences for the backhand stroke are similar to the forehand stroke. Review the skill techniques in the text and/or other resources for specific skill correctness.

Same considerations as the forehand stroke. Explain and model the backhand stroke from ready position and only introduce a ball when the learners are ready.

### Monitor Learner Progress

Does the learner demonstrate the ability to hit to a partner and use a forehand stroke with control and technique in three out of five trials?

Same as above.

Does the learner demonstrate the ability to adjust body position and move to use a forehand stroke in three out of five trials?

Does the learner demonstrate a fluid backhand stroke from the ready position without a ball?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
<ul style="list-style-type: none"> <li>- Use a backhand stroke to hit the ball to the wall.</li> </ul>	<p>Same considerations as the forehand stroke. Maintain focus on the backhand. The partner tossing the ball must cooperate for the experience to be meaningful.</p>	<p>Does the learner demonstrate the ability to make good contact using a backhand stroke in three out of five trails?</p>
<p><b>2.2. Can the learner use the backhand in a partner toss setting (PEH 286-288)?</b></p>	<p>Same considerations as the forehand stroke.</p>	
<ul style="list-style-type: none"> <li>- From a lightly tossed tennis ball, use a backhand stroke to hit the ball back toward your partner.</li> </ul>	<p>Remember, avoid emphasis on accuracy, focus the learning experience on technique - accuracy will come later.</p>	<p>Does the learner demonstrate the ability to make good contact using a backhand stroke in three out of five trails?</p>
<ul style="list-style-type: none"> <li>- Gradually increase the distance of the toss to the backhand stroke side.</li> </ul>		
<ul style="list-style-type: none"> <li>- Use the backhand from a variety of directional tosses (right, left, up and back).</li> </ul>	<p>Remember, do not have the learners moving more than several steps. Avoid tossing any ball to the dominate side, it would be unnatural for the learner to use a backhand stroke when the ball is to the forehand.</p>	<p>Does the learner demonstrate the ability to adjust body position in three out of five trials when having to move to use a backhand stroke?</p>
<p><b>3.1. Can the learner use the forehand and backhand to keep the ball going?</b></p>	<p>The focus of the learning is shifting to using both the forehand and backhand strokes. During the early part of the learning experiences, the efficiency of the learner may regress. The focus should continue to be on efficiency of the stroke, gradually increasing focus to include effectiveness results.</p>	
<ul style="list-style-type: none"> <li>- Keep a ball going while using the forehand and backhand stroke against the wall.</li> </ul>	<p>Explain and model for the learners how to keep the ball going, focus on efficiency. Explain that if they lose control, stop and start over. Emphasis should be on the entire body; foot work, back rotation and stroke motion. Before learners can practice with a partner, they must first be able to work with the strokes against the wall.</p>	<p>Does the learner demonstrate the ability to hit the tennis ball from five to eight times consecutively against a wall using the forehand and backhand stroke?</p>

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

As the learners demonstrate increasing control, begin to focus on the effectiveness of the strokes. Ask them to keep the ball going for five hits and/or to control the ball so that they do not have to take more? For effective practice the learners need to be an appropriate distance from the wall; probably 25' to 40' would be the range. For an activity, see how many hits in a row the learners can keep the ball going.

- Use the forehand and backhand stroke to return tossed balls.

The learners will work in pairs. The tosser will toss the ball to a predetermined side 3 to 5 times in a row. It will be important to explain and model this experience. During the early part of the experience, the tossers should provide time for the learners to return to the ready position. As control is demonstrated, the tossers can gradually increase the speed at which the ball is being tossed. Rotate the learners every ten to fifteen tosses.

Does the learner demonstrate the ability to make an efficient stroke in three out of five trials when returning a tossed ball to the forehand or the backhand stroke side?

- Use the forehand and backhand from an unplanned toss.

Have the learners practice starting with a distance of about thirty-five feet between them. As practice continues, adjust the distance to facilitate effective skill use. Focus on both efficiency and effectiveness of the strokes. Expect some regression in skill during the early part of the learning experience. As the learners practice efficiency will increase, if not, consider returning to the appropriate learning experience for specific practice.

Does the learner demonstrate the ability to react to a ball tossed to either the forehand and backhand side with efficient and effective stroke action in three out of five trials?

- Use forehand and backhand as appropriate in "continuous rally".

When the learners demonstrate control design an activity where the learners can see how long they can keep the ball going. For example: the learners can be timed to see which groups can keep the ball going for 10, 15, 20 seconds.

Does the learner demonstrate the ability to keep a tennis ball going for five to eight hits using forehand and backhand strokes while working in pairs?

Same considerations as above. The learners can start practice by positioning themselves on the back service court lines. As the learners demonstrate control, they can gradually increase the distance between them.



## En Route Learnings

- 4.1. Can the learner use either the forehand or backhand to place the ball in opponents court?

## Teach To The Objective

The focus in these experiences will be on the use of the two strokes in offensive and defensive strategies. Learners should have demonstrated enough control so that they can begin to place shots.

First focus is on the learners use of the forehand and backhand to make cross court or down the line shots. Explanation and modeling will be critical to the learners' understanding as well as their skill acquisition.

- Keep the ball going using the forehand and backhand stroke while working without a net on shot placement.

This experience can be managed several ways. One possibility is to have one tosser and two learners practicing the strokes, while one learner is retrieving the hit balls. The tosser needs enough balls to keep the practice moving. The tosser will toss a ball to the learners forehand or backhand side. The learner will select the best shot to make - "cross court" or "down the line". It may be necessary to have the learners practice on one shot at a time then move to selecting the appropriate shot.

Rotate the learners about every ten trials. Be sure that the learners practice from both sides of the court.

- Keep the ball going using the forehand and backhand stroke while working with a net on shot placement.

Design an activity that test the learner's ability to make "cross court" or/and "down the line" shots. For example:

Task 1: (emphasis on refinement of technique to control ball placement)

1-a Two hit drill. Partner A executes lead drop & hit forehand with 'perfect' technique to Partner B who uses forehand to strike the ball down-the-line to a point near the right court boundary of Partner A.

1-b Two-hit Application. B scores points for accurate placement in 1-a.

## Monitor Learner Progress

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

1-c Three-hit drill. Like 1-a with A returning B's hit with specified backhand and placement (either down-the-line or cross-court).

1-d Three-hit Application. A scores points for accurate placement in 1-c.

**Note:** The appropriate partner catches or blocks the ball with racquet after the specified number of hits (2 or 3) have been made. This allows for more practice of good quality with a focus on technique and on beginning a rally with good and conscious control of strategic ball placement. Emphasize delayed wrist-cock and proper bodily alignment for execution of down-the-line shots. A and B should reverse roles every 7-8 hits in these tasks.

Continuous Rally with emphasis on forehand and backhand shots hit down-the-line. Doubles alley may be useful on regulation courts. Try similar task development to the above but emphasizing backhand technique and shot control. Then move to the same exercise with cross court shots.

- Keep the ball going using forehand and backhand stroke while moving the opponent up and back and laterally.

Design an activity to help students focus on moving their opponent up and back by using exaggerated deep and narrow court dimensions, do the same thing to develop focus on lateral (left and right) placement by creating exaggerated court dimensions which are wide and shallow.

Does the learner demonstrate the control in forehand and backhand strokes so that the opponent is forced to move up and back and/or laterally in five of eight hits in a continuous rally?

- 5.1. Can the learners use the forehand and backhand strokes in game-like conditions.

When the learners have demonstrated their ability to hit "cross court" and "down the line" shots against a partner, explain and model to the learners the basic strategies of defense: cover your area, both up and back and side to side. Focus the learning on this idea until the learners react effectively to covering the area.

Does the learner demonstrate the ability to use the forehand and backhand stroke to make "cross court" and "down the line" shots in two out of five trials?

### En Route Learnings

From a tossed ball return the ball.

- cross court
- down the line

### Teach To The Objective

It will be important to discuss with learners the appropriate playing alignments and boundary line rules. In this experience, the learners are using tennis like play to focus on the two strokes and using the strokes in offensive and defensive strategies.

It will be necessary to continuously reinforce the learners playing skills. Provide a lot of time in this experience for practice. By designing meaningful activities the learners interest will be maintained and quality practice time will increase.

Learners can play a lot of tennis using just the two strokes presented. During activities other types of strokes will emerge -- this will be natural. However, continue to focus the learners on the forehand and backhand.

- While working on forehand and backhand strokes, use offensive strategies in a game-like condition.
- defensive strategies
- transition between offensive and defensive

Design activities that use the two strokes, regular scoring system of tennis, boundaries and strategies. Learners can play tennis by starting the game with a forehand hit. The court could be marked so that the hit would have to go ten feet beyond the net. This would eliminate the dink shot. Tournaments could be set up; elimination, ladder, and round robin are all possibilities. Always be sensitive to learners playing against other people within a similar ability level. The teacher should continue to reinforce the skills of Level I Tennis.

### Monitor Learner Progress

Does the learner place the ball effectively in two out of five trials when hitting "cross court" and "down the line" shots?

While working against a partner. Does the learner use "cross court" or "down the line" shots to gain an advantage in three out of five shots?

Does the learner effectively demonstrate the defensive strategy of covering the area?

Does the learner demonstrate the ability to make effective transitions from offensive to defensive and defense to offense in three out of five situations?

**Level:** Secondary

**Activity:** Tennis II

**Objective:** The learner will be able to:

1. demonstrate the ability to volley a tennis ball using the forehand and backhand strokes while in game-like conditions for ten seconds.
2. use a "put away" shot to score/evade his opponent.
3. use the serve effectively and efficiently to put the ball into play.
4. use a forehand and backhand stroke to return a serve.
5. rally for several strokes following the serve and prior to the set up for a "put away" shot.

**En Route Learnings**

**Teach To The Objective**

**Monitor Learner Progress**

**1.1. Can the learner hit a tossed tennis ball in the air before it bounces on the court (Volley, PEH 288 - 290)?**

The focus in these learning experiences is on hitting a ball before it bounces. Have the tosser stand about fifteen to twenty feet from the learner. If the tosser stands with his back to a wall or fence managing the balls it would be easier.

Volley a ball tossed to the forehand stroke side.

The learners should begin in a ready position and be able to use a forehand stroke using just the pivot and step. Explain and model to the learners. The tosser must cooperate in making effective passes. The toss at the beginning of the learning experience should be a softly tossed lob. As the learners demonstrate control the distance and the speed of the ball can be gradually increased. Monitor this closely. You do not want learners practicing outside of their ability level. Continue to reinforce efficient stroke motion. Recognize that individual style will evolve during Level II to a greater extent than occurred in Level I. The learners' style is their own, but it should not be allowed to interfere with effective and efficient stroke motion.

Does the learner demonstrate good contact with a soft tossed ball before it hits the ground four out of five times?

Does the learner continue to control a tossed ball four out of five times by volleying as the speed of the ball is increased?

As the learners demonstrate control at each distance, design an activity that will self test their skill. They should be able to make good contact seven out of ten tosses.

Volley a ball tossed to the backhand stroke side.

Similar considerations for backhand exist as presented for the forehand. The backhand is a ~~more~~ complex skill and it will usually take longer for learners to acquire proficiency.

Same as above.

### En Route Learnings

Volley a ball being tossed to either side using forehand or backhand stroke.

#### 1.2. Can the learner volley a ball using both forehand and backhand strokes?

Use the forehand and backhand strokes to keep the ball going.

While working between the service line and base line, keep the ball going for at least five to six hits.

#### 1.3. Can the learner make a "Put-Away" shot during a volley/rally?

### Teach To The Objective

The tosser should provide time for the learner to return to a ready position. As the learner demonstrates control gradually increase the frequency of the toss, the speed of the toss, and the distance the tosser and learner are from each other. The considerations are similar to the previous two learning experiences.

In these experiences both learners will be volleying. They must be able to cooperate with each other as they begin to enter these more complex skill experiences. Help the learners control the distance they work from each other and the force they use.

The learners should begin practice inside the service court lines. Explain and model the learning experience. Focus on control of the ball. As the learners demonstrate control gradually increase the distance. Monitor closely for control.

The further back the learners move the more difficult the experience becomes. Take time to focus on returning to the ready position - home court position (defensive strategy)-as well as correct form. Because this experience is of increasing complexity, different learners will be practicing from a variety of distances. It is critical that this be monitored effectively to maintain the learners practicing within their appropriate skill level.

A "Put-Away" shot is an offensive shot used to prevent an opponent from making a return shot.

### Monitor Learner Progress

Does the learner use the backhand and forehand effectively three out of five times to volley a tossed ball that is tossed to either side?

Do the learners demonstrate the ability to volley together to keep a ball going for five to six hits?

Does the learner effectively perform this skill from increasing distances?

Does the learner volley a ball for five to six hits while working between the base line and the service line?

### En Route Learnings

From a tossed ball, make a "Put-Away" shot.

### Teach To The Objective

The practice situation is similar to the previous toss-volley learning experiences. The focus in the experience is to hit the ball away from the opponent (tossers). In the early part of the experience the learner should focus on the stroke motion. As the learner demonstrates control gradually increase the space the learner has to cover (side to side and up and back) as well as the distance from the tosser and the frequency of the tosses. The experience should begin in the fore court with the tosser at or near the net.

Self test the learners ability to effectively make a "Put-Away" shot that lands inbounds. If appropriate, the learners could compare the best out of ten tries. This may add interest to the activity.

### Monitor Learner Progress

Does the learner demonstrate the ability to hit the ball so that it cannot be returned by the opponent?

While volleying/rallying with a partner, select the appropriate situation to make a "Put-Away" shot.

Have the learners begin the learning experiences practicing in the fore court. Explain and model to the learners that they should volley until an appropriate game condition occurs that makes a "Put-Away" shot a good choice. As the learners demonstrate control, allow them to increase their distance apart.

Continue to focus on control, form, court position etc. For activity, have the learner play a modified tennis game. Use the forehand and backhand strokes and a modified court size to accommodate as many groups and skill abilities as possible. Have the learners play a game using only the necessary rules.

Does the learner demonstrate the ability to select the appropriate time to use a "put away" shot?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
<p>3.1. Can the learner use a service stroke to put the ball in play (PEH 283-285)?</p>	<p>During these learning experiences the focus will be on the efficiency of the service stroke.</p>	
<p>Without a ball, practice the grip, stance, toss and stroke.</p>	<p>It is critical that the learners demonstrate a fluid combination of how these four parts of the serve work together.</p>	<p>Does the learner demonstrate the grip, stance, toss and stroke without a ball?</p>
<p>Practice the grip, stance, toss and stroke with a ball.</p>	<p>When the learners demonstrate a fluid service stroke without the ball, introduce a ball to the practice situation. Focus the early practice on the grip, stance, <u>toss</u>, and preparation phase of the swing (do not strike the ball). <u>Toss</u> is critical for an efficient and effective service stroke.</p>	<p>Does the learner toss the ball four out of five times so that the service stroke could be practiced effectively?</p>
	<p>As the learners demonstrate control of the toss the learners can start striking the ball with the service stroke. Have the learners practice facing a fence or a wall (15 to 20) feet away. Because the focus is on the service stroke efficiency, do not be directly concerned with the accuracy of the ball during this learning. Again, explanation and modeling when needed will be helpful to the learners.</p>	<p>Does the learner demonstrate an efficient service stroke when serving the ball toward a fence or wall?</p>
<p>Using the service stroke, hit the ball into the service court.</p>	<p>As the learners demonstrate control, provide a line on the fence or wall to act as a focal point for serving the ball. Continue to reinforce the efficient service stroke, however, place increasing emphasis on the accuracy of the serve during this learning experience.</p>	<p>Does the learner use an efficient service stroke three out of five times to serve the ball so that it hits above a line (net high) on a wall or fence?</p>
<p>1. Against fence or wall.</p>		

### En Route Learnings

Using a forehand or backhand stroke, return a ball thrown with medium force.

1. forehand

2. backhand

3. combination

Use a forehand and backhand stroke to return a ball thrown with hard force.

1. forehand

2. backhand

3. combination

### Teach To The Objective

Have the learners focus on returning the ball into the opposite court. During the early part of the learning experience, practice on the forehand stroke with little movement required of the learner to return the ball. Gradually increase the movement necessary for the learner to return the ball. This can be done by throwing the ball to different areas in the service court.

As the learner demonstrates control with the forehand, shift the focus to the backhand with the same considerations as suggested for the forehand. Explain and model to the learners when necessary.

Have the learners practice returning forehand and backhand strokes. Continue to have the thrower throwing balls with medium force. Begin to mix the throws up to force the learners to react to using either a forehand or backhand stroke.

Use a self-testing activity for each of the above experiences. The learner should be able to return three out of five balls thrown with medium force.

Generally, the game considerations for the above learning experiences will apply for these experiences. The main difference is increasing the speed of the throw. It is critical that learners cooperate in the experience as throwers. Adjust the distance the thrower is from the net to control the effectiveness of the throw and to give the learner returning the ball time to react to the ball.

Use a self testing activity that allows the learners to focus on their skill level. For example; how many balls can a learner return out of ten trials?

### Monitor Learner Progress

Does the learner effectively return a thrown serve using the forehand and/or backhand stroke three out of five times?

Same as above.

Does the learner return a hard thrown ball three out of five times using forehand and/or backhand strokes?



### En Route Learnings

2. Over the tennis net from service court line area.
3. Serve the ball into the service court on the opposite side of the net.

### Teach To The Objective

As the learners demonstrate accuracy serving to a fence or wall, move them to the court area to serve across the net. Focus on serving across the net. Do not be concerned about the learners getting the ball into the service court area. Adjust the distance of the learner from the net as appropriate; back or forward. When they demonstrate control from their service spot begin to focus on serving into the service court. As accuracy is demonstrated (four out of five serves), gradually move the learner back toward the base line. Be sure to have the learners practice serving to both service courts from proper base line position.

Design activities that have the learners focus on applying the service stroke for each of the above learning experiences. The learners should be able to serve at least three out of five balls correctly before they move to the next experience.

For experience, have the learners play an activity called "Tennis Serve." Learners are in groups of two to four and take turns serving a ball from the same spot. If the ball lands in the service court legally, the server receives a point; if not, the opponent receives a point. Score is kept using the tennis scoring system.

- 4.1. Can the learner return a ball served into the service court?

In this experience the learners will be using forehand and backhand strokes to return serves that are thrown. Have the person throwing the ball stand behind the net. Learners acquired the forehand and backhand strokes in Level I. If determined through a diagnostic survey that they do not have the skill necessary for this learning experience, return to the appropriate learning experience in Level I for review.

### Monitor Learner Progress

Does the learner demonstrate the ability to serve a ball using an efficient service stroke, over the net into the opposite court three out of five times?

Does the learner serve a ball three out of five times into the correct service court?

### En Route Learnings

Return a served ball using a forehand and backhand stroke.

1. easy serve
2. regular serve

### Teach To The Objective

The focus is on returning the serve. Control the learner's serving spot and force to provide the learner returning the serve maximum practice opportunity. The servers could start near the service court line with easy serves. As the learners demonstrate control in returning serves gradually increase the speed of the serve and gradually move the server back toward the baseline.

### Monitor Learner Progress

Does the learner return a serve three out of five times using a forehand and/or backhand stroke when returning serves?

Consider using an activity similar to the above experience.

If the learners are successful at the self testing activity design a competitive activity - a serve and return activity. The servers receive a point when the ball is correctly served into the service court. The returners receives a point when they correctly return a serve.

#### 5.1. Can the learners rally after returning the serve?

This learning experience focuses on two ideas; one is cooperative practice of serving, returning and rallying and, the competitive strategies used in a rally. The learning experience is a combination of previous learning experiences.

While practicing cooperatively with your partner, keep the ball going after returning serve.

The focus is on cooperative practice, keep the ball going. Control the experience by having the learners practice within their skill level. Distance from net, amount of force and space are the things that need to be controlled. It may be effective to design an activity early for this learning experience. The activity should be designed to focus the learners on rallying.

Does the learner keep a ball going (rally) for five to six hits after returning serve?

After returning a serve rally with your partner while setting up for a cross court or down the line shot.

In this experience the focus shifts to using offensive strategies. Explain and model to the learners the strategy idea of "setting an opponent up" during a rally so that a cross court or down the line shot could be used successfully. For example: During a rally keep returning shots to the same side of the court. When the opponent is out of position to cover the other side of their court hit a shot to that side. Model the idea to the learners showing both cross court and down the line shots.

After returning serve can the learners rally while "setting up" for a cross court or down the line shot?

### **En Route Learnings**

Use a put away shot at an appropriate time.

### **Teach To The Objective**

Have partners rally at least five times after serve before they can make a "put away shot". Give them a challenge. Under these rules, who can get the most "put aways" in 10 minutes?

As the learners demonstrate control in their ability to return serve and rally add scoring to the experience. Use the tennis scoring system.

### **Monitor Learner Progress**

Do the learners rally for five hits following a serve in four out of five trails?

**Level: Secondary**

**Activity: Tennis III**

**Objective: The learner will be able to:**

1. demonstrate how to use the lob and smash effectively under game-like conditions.
2. serve a ball accurately to put the opponent at a disadvantage by serving the ball into the corners and/or to the opponents weak side.
3. return a variety of serves in three out of five situations.
4. play a singles and/or doubles game of tennis.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
<b>1.1. Can the learner use a lob effectively? (PEH, 288).</b>	The lob stroke has a different perspective than the other strokes learned in tennis. The learners need to understand that the purpose of the lob is generally to force their opponent toward the baseline to provide time to recover when out of position.	
<ul style="list-style-type: none"><li>- From a thrown ball hit a soft high shot directed to the back court.<ul style="list-style-type: none"><li>- using a forehand</li><li>- using a backhand</li><li>- from soft tosses to increasing harder throws</li></ul></li></ul>	Begin the learning experience with easy tossed balls to the forehand side. The tosser should be about twenty feet from the learners. As the learners demonstrates control with the forehand side, focus on the backhand stroke with soft tosses. As control is demonstrated begin tossing to either side. Before moving on, the learners should be hitting lobs three out of five tosses effectively.	Does the learners demonstrate the ability to hit lobs effectively three out of five times when using ...  ... a forehand? ... a backhand? ... from easy tosses to hard throws?
<ul style="list-style-type: none"><li>- From a hit ball make a soft high shot directed to the back court.<ul style="list-style-type: none"><li>- using a forehand</li><li>- using a backhand</li><li>- from easy hits to increasing harder hits.</li></ul></li></ul>	Considerations are similar to the above. The partner hitting the ball can use either a forehand stroke from a bounce or a service stroke. Either way, they must cooperate.  Design self-testing activities for the learners to test their skill. If they are ready, design an activity that focuses on the lob. Such as, how many lobs can be made out of ten tries? Learners could compare scores.	Does the learner hit a lob three out of five times from a hit ball using ...  ... a forehand? ... a backhand? ... from easy to hard hits?

**En Route Learnings**  
Learning Experiences

**Teach To The Objective**

**Monitor Learner Progress**

**1.2. Can the learner use a smash effectively?**

- From a ball bounced high hit a smash shot into opponents court.

1. against a fence or wall.
2. over a net.

- Use a smash shot to return a lob.

The smash stroke is similar to the service stroke. It is basically used when a ball is over the players head. The experience will center around using a smash stroke to return a lob.

The learners can practice first against a fence or maybe a wall. They bounce a ball so that it rebounds high over their head. As the learners demonstrate control they can begin to practice on the court with the net. Start this practice experience inside the service court line. Gradually have the learner move to different spots on the court (forward, backward and to the sides of the court). Explain and model as necessary.

In this experience the learner will use a smash shot to return a lob. A partner is used to throw and or hit a lob to opposite court. The learners can return the lob with a smash shot before or after the ball bounces. During the early part of the learning experience the learners should practice the smash from a lob hit/thrown directly to them gradually increase the space the learner must cover to return the lob.

Design a self-testing and/or competitive activity similar to the activity used with the lob.

Does the learners demonstrate correct technique in a smash stroke correctly four out of five times when practicing against ...

... a fence or wall?  
... over a net?

Does the learner demonstrate the ability to use a smash shot three out of five times to return a lob?

**1.3. Can the learners use the lob and smash shots in a game-like situation?**

- While rallying with your partner use lob and smash shots when appropriate.

The focus for these learning experiences is on using the smash and lob effectively in game-like play.

Help the learners recognize that the focus of this experience is on lobs and smashes. However, they will need to use forehand and backhand strokes to help set up lobs and smashes. They must communicate with each other on how to set up the shots.

Does the learner demonstrate the ability to select and use the smash and lob at times appropriate?

**En Route Learnings**  
Learning Experiences

**Teach To The Objective**

**Monitor Learner Progress**

<ul style="list-style-type: none"> <li>- From a serve rally using lobs and smashes when appropriate.</li> </ul>	<p>This experience should be designed as a game-like situation. To focus the learners on using a smash design the experience like an activity. The learners can only score points, on a lob shot. This will force them to rally until a learner uses a lob for defensive purpose, and a smash for returning a lob.</p>	<p>Same as above</p>
<p><b>1.4. Can the learner use the strategies of the lob and smash shot effectively in a game-like condition?</b></p>	<p>In these experiences the learners will focus on using the lob and smash strokes as strategies in game play.</p>	
<ul style="list-style-type: none"> <li>- Use the lob shot in a game-like situation:</li> </ul>	<p>Explain and model to the learners how and when to use a lob to help them recover when they are out of position. The learners should use a lob shot to give them time to get back into position when they're out of position.</p>	<p>Does the learner use a lob shot to "buy time" to recovery when out of position?</p>
<ul style="list-style-type: none"> <li>- to "buy time for recovery;</li> </ul>		
<ul style="list-style-type: none"> <li>- for a change of pace by hitting lobs;</li> </ul>	<p>Also, have an experience that provides practice making lob shots for a change of pace. In this experience the learners should focus on placing the lobs near the base line and or the base line corners.</p>	<p>Does the learner use a lob for a change of pace by hitting lobs to deep corners?</p>
<ul style="list-style-type: none"> <li>- to deep corners.</li> </ul>		
<ul style="list-style-type: none"> <li>- While practicing the lob begin to focus on using the smash to return lobs from the opponent.</li> </ul>	<p>The learners will need to cooperate on setting up lobs, the learning experience revolves around the effective use of lobs. As the learners demonstrate control over making lob shots begin to focus on returning lobs with smashes "when appropriate". Learners have to recognize when a smash can be used effectively. This involves their position and their opponents position on the court. When the learners are ready broaden the focus to include using a lob to return a smash.</p>	<p>Does the learner use a smash to effectively return a lob in three out of five trials?</p>
<ul style="list-style-type: none"> <li>- Use a lob to return a smash</li> </ul>		
	<p>Design activities that focus only on the lob, then on smash. Combine the two shots in an activity when the learners demonstrate control of each separately.</p>	<p>Does the learner use a lob to return a smash?</p>

En Route Learnings	Teach To The Objective	Monitor Learner Progress
<p>2.1. Can the learner serve a ball to gain an offensive advantage.</p>	<p>The development of service strategies and service return strategies can effectively be accomplished simultaneously. For the learners to have reached this point, they have demonstrated at least minimum competency in serving and the forehand and backhand stroke.</p>	
<ul style="list-style-type: none"> <li>- Serve the ball deep into the service court               <ul style="list-style-type: none"> <li>outside corner;</li> <li>down the center;</li> <li>inside corner;</li> </ul> </li> <li>- Serve the ball to opponents weak side:               <ul style="list-style-type: none"> <li>forehand;</li> <li>backhand;</li> </ul> </li> </ul>	<p>The focus in these learning experiences is on service strategies in tennis play. As accuracy of serving increases, learners need to recognize when they should serve the ball to a particular spot on the service court. Such as: to an opponents weak side; or to force the opponent to move out of position to return serve. Model the strategies of game play. The reinforcement of how to use strategies will facilitate successful game play.</p>	<p>Does the learner serve the ball three out of five times...          ...deep outside service court corner?          ...deep inside service court corner?          ...deep down the middle of the service court?          Does the learner recognize and serve to an opponents weak side?</p>
<p>3.1. Can the learner return a variety of serves.</p>	<p>Develop service strategies and service return strategies together. Learners returning serve should be aggressive, hit returns deep into the opponents back court and position themselves for returns by taking advantage of their strengths. Explaining, modeling, and reinforcing the use of strategies will facilitate successful game play.</p>	<p>Does the learner in three out of five situations, return a variety of serves.          ...deep to the inside corner?          ...outside corners?          ...down the middle?          ...short?</p>
<ul style="list-style-type: none"> <li>- Return serves deep to opponents court</li> <li>- Return serves that require the learner to "charge" the net.</li> </ul>	<p>For an activity the learners could play a modified game of tennis (serve - return - return) using the tennis scoring system; the server receives a point if a legal serve is not returned legally and the returner receives a point if the serve is not legal or if server can not return the opponents return.</p>	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
<b>4.1. Can the learner play a singles game of tennis correctly (PEH 290-292)?</b>	<p>This is a continuation of the previous objective. The activity could flow into this objective. When learners reach this point they should have mastered the basic strokes, game strategies and rules of tennis. Continue to monitor these learnings and continuously provide reinforcement.</p>	
<p>Create an advantage over your opponent by using the following offensive strategies.</p>	<p>The learners should be able to apply the basic strokes and strategies to a singles game. The following learning experiences are referenced to the place in the tennis material where first introduced.</p>	<p>Does the learner demonstrate the ability to use the following offensive strategies effectively in three out of five situations:</p>
<p>Use cross court shots.</p>	<p>Level I; En Route Learning 4.1</p>	<p>cross court shots?</p>
<p>Use down the line shots</p>	<p>Same as above</p>	<p>down the line shots?</p>
<p>Use put-away shots</p>	<p>Level II, En Route Learning 1.3</p>	<p>put away shots?</p>
<p>Place serves away from your opponent.</p>	<p>Level II, En Route Learning 2.1; Level III, En Route Learning 2.1</p>	<p>placement of serves?</p>
<p>Rally to set up for an offensive shot.</p>	<p>Level II, En Route Learning 4.1</p>	<p>use a rally to set up for offensive shot?</p>
<p>Return lobs with smashes</p>	<p>Level III, En Route Learning 1.0 and 1.4</p>	<p>return lobs with smashes?</p>
<p>Return serves that forces opponent out of position.</p>	<p>Level III, En Route Learning 3.1</p>	<p>force opponent out of position with serves?</p>



## En Route Learnings Learning Experiences

Maintain control of play-  
defensive strategies.

Position yourself to  
provide effective court  
coverage.

Use a volley to keep the  
ball in play.

Return balls that force  
opponent off balance.

Use a lob to keep the ball  
in play.

### 4.2. Can the learner play a doubles game of tennis correctly (PEH 290-292)?

Cover your area.

Play "side-by-side."

Play "up-and-back."

Combination of side-by-  
side and up-and-back.

## Teach To The Objective

The focus in these learning experiences is on defensive strategies. It is important to note that these experiences cannot be separated from the offensive strategies. They are used in relationship to each other.

Level I, En Route Learning 5.1.

Level II, En Route Learning 1.2.

Level II, En Route Learning 3.1; Level III, En Route 3.1.

Level III, En Route Learning 1.1, 1.3 and 1.4.

Consider starting learners, who demonstrate the playing ability, in doubles play. This may provide more active participation for the learners. Strategies presented in singles play will apply to doubles play. The main focus of this en route learning will be partner relationships. The basic strategies of doubles has not been developed in depth in the previous material. In doubles play, partners must decide what court coverage strategy they want to use. Generally on serves, the partner not receiving the serve is in the opposite service court.

Partners move to more side-by-side position after serve is returned. The court position might be slightly staggered or the partners may be parallel to each other. The partners will generally move in and out of a side-by-side position in response to game play situations. When one partner charges the net, the other may drop toward center forecourt or, one partner may move toward center service court if their partner is forced deep to return a ball.

The important thing to remember in doubles is to provide maximum court coverage by reacting to every hit ball situation.

## Monitor Learner Progress

Does the learner demonstrate the ability to use the following defensive strategies effectively in three out of five situations:

- position for effective court coverage?
- use volley?
- return balls that move opponents out of position or off balance?
- use lob?

Does the learner work cooperatively with a doubles partner to effectively use game strategies and skills during game play?

## VOLLEYBALL

Volleyball is an exciting fast-paced game which requires skill, teamwork, and strategic thinking.

The chapter on volleyball in the Physical Education Handbook (pg. 319-327) is a good one. It is especially helpful in describing the mechanics of the overhand pass (set), forearm pass, spike, serve, and block (see PEH pg. 319-324, Learning Cues).

The volleyball unit in this curriculum guide is written in two levels so that learning experiences are progressive and developmental. To avoid confusion between this curriculum guide and the PEH, certain terms need to be defined. The overhand pass will be called the set. The forearm pass will be referred to simply as the pass. The drive is a short hit with an overhand serve motion when the ball is too far away from the net to spike. If students have not required substantial skills, see Appendix and return to objectives for volleyball in grades 4-6.

Learners will need an environment in which they can develop skillfulness and in which they can feel successful. With this in mind, consider the following suggestions:

### Equipment

- (a) volleyballs - Avoid rubber volleyballs, use a synthetic leather, leather, or suede covered ball. Foam balls can also be useful for Level I.
- (b) net/rope - Ropes give more space because they can cross each other. Whether ropes or nets are used, regulate the height to needs of the learner.
- (c) court size - Boundaries are sometimes unnecessary until learners become involved in competitive activities. Limit court size until learners demonstrate sufficient control.

### Rules

Introduce rules and scoring as needed in applying the skill to a game-like situation.

### Films

Show a film of a power volleyball game. (See Audio-Visual Materials, PEH, pg. 327) or the SC State Audio Visual Library

USVBA, Volleyball, The Sport for a Lifetime, contact NASPE Media Center, USC Blatt PE Center, Columbia, SC, 29208

### Advanced Players:

Organize a tournament towards the end of the unit. Advanced players may enjoy the challenge of a 2-on-2 to 3-on-3 tournament. Outdoor sand courts may make an ideal setting for this...beach volleyball.

### Key References:

Cox, Richard, Teaching Volleyball, Minniapoli, MN: Burgess Publishing Company, 1980.

Gozansky, S., Championship Volleyball Techniques and Drills.

Keller, V., Point, Game and Match: Coaching Supplement, San Francisco, USVBA Publications, 1977.

Scates, A., Winning Volleyball, 3rd ed. Boston: Allen and Bacon, 1983.

Slaymaker, T. and Brown, V. Power Volleyball. Phila., PA: WB Saunders Company, 1976.

**Grade/Level:** Secondary (7-12)

**Concept/Activity:** Volleyball I

**Objectives:** The learner will be able to:

1. Use a forearm pass to return a ball tossed:
  - 1) straight on
  - 2) side to side
  - 3) short and long
  - 4) continuously
  - 5) to designated target.
2. Use a set continuously for thirty seconds with a partner:
  - 1) straight on
  - 2) side to side
  - 3) short and long
  - 4) back set
3. Play a modified game of three-on-three using a pass and set skillfully.

**En Route Learnings**

**Teach To The Objective**

**Monitor Learner Progress**

- 1.1 **Can the learner execute a forearm pass?**
- Working without a ball, demonstrate the body position and movement used for the forearm pass (PEH 321-322)?

Hand position may vary but be sure thumbs are parallel. Emphasize importance of using leg movement to provide force - not swinging the arms.

Does the learner demonstrate the effective use of leg movement to supply force for the forearm pass?

Does the learner extend the arms for the forearm pass?

Using a forearm pass to return a tossed ball to your partner.

It may be necessary to have learners practice tossing before any volleyball skills are added. The toss is very important to the performance of the skill. The toss should be delivered underhanded using both hands to eliminate as much spin in the ball as possible, contact with the ball is on the forearm. Emphasize accuracy from the beginning.

Does the learner make contact with the forearm in four out of five trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
<b>1.2 Can the learner move to make a forearm pass?</b>	<p>Toss should be high enough to allow learner time to move into position. A common mistake here is for passer to move with hands clasped. Emphasize importance and advantage of moving into position first and then clasping hands. This allows better mobility.</p>	<p>Does the learner (passer) turn shoulders square to target?</p> <p>Does the learner (passer) step toward target as pass is made?</p>
<p>Toss ball short and long so that the passer has to move forward or backward.</p>	<p>Focus on quick movement to get in the best possible position to make pass. Beginners tend to bend elbows or bring arms up to play a ball rather than letting it drop to waist level.</p>	<p>Does the learner (passer) move backwards when toss is long?</p>
<b>1.3 Can the learner pass the ball continuously with control over a 8' to 10' rope or net?</b>	<p>Watch for direction and height of pass. It may be helpful to provide a point of reference for height of pass, such as basketball goal. You could have learners pass over a net or rope (8'-10' high). Introduce the rules of legal and illegal hits.</p>	<p>Does the learner demonstrate correct techniques?</p>
<p>Work with your partner to pass the ball back and forth to each other.</p>		<p>Do the learners demonstrate the ability to keep the ball going continuously for thirty seconds? Modify to twenty seconds for beginning skill level.</p>
<p>Pass with your partner over the rope or net?</p>		
<b>1.4 Can the learner pass to a designated target?</b>	<p>The learners will work in groups of three's -- tosser, passer and catcher (the target) on the same side of a line or rope on the floor. The catcher (target) represents what later will be the setter. This will also reinforce the use of more than one hit per side. This experience simulates receiving a serve.</p>	<p>Does the learner demonstrate the ability to receive a tossed ball and redirect with a forearm pass to a designated target (catcher), ten to fifteen feet away, in three out of five trials?</p>
<p>Pass a tossed ball, from over the net, to designated target.</p>	<p>The learner will receive the toss and pass it high to the catcher who is standing on the same side with the passer. Introduce a net to this experience. The learners can test their ability by the number of balls they can pass effectively to a target in ten trails.</p>	<p>Does the learner pass the ball high enough (8' to 10') to the target three out of five trials?</p>

En Route Learnings	Teach To The Objective	Monitor Learner Progress
<b>1.5 Can the learner use a back pass to send the ball over the net?</b>	<p>Stress that hand and arm positions are the same - straight. Arms must be raised higher and passer must lean back from waist. A good cue is to tell them that the passer should always be able to see hands. Have the learners test themselves by the number of times they can back pass over the net in ten trials. Adjust the net height to control the complexity of the experience.</p>	<p>Does the learner demonstrate the ability to back pass over the net four out of seven trials?</p>
<p>Receive a tossed ball and back pass it over the net.</p>		
<p>Back pass a passed ball over net.</p>	<p>Learners are simulating serve reception and are also working together to use two hits to play ball over a net. The learners will practice in groups of three's: tosser tosses ball over net, passer (forearm pass) passes to teammate who will back pass the ball over the net. Consider the same self testing experience as above.</p>	<p>Does the learner demonstrate the ability to back pass over the net three out of five trials?</p>
<b>2.1 Can the learner continuously set the ball with a partner?</b>	<p>Remind students about partner choice and criteria. If learners are still not making good choices, rotate frequently, pair by ability or design other systems.</p>	
<p>Working without a ball, demonstrate the body position and movement used to execute an efficient set (PEH 319-320)?</p>	<p>Contact must be made with hands above forehead. Stress importance of bending knees and keeping hands close to head. Beginners have a tendency to reach for ball. Fingers should be curved and the learner's always look up through the hands. Test the learner's ability by the number of sets they can return out of ten tosses.</p>	<p>Does the learner demonstrate correct body position for a set (no ball).</p>
<p>Using a set, return a tossed ball to your partner.</p>		<p>Does the learner demonstrate the ability to return tossed balls to a partner in three out of five</p>
<p>Toss ball to either side of setter.</p>	<p>Toss should be high enough to allow learner time to get in setting position. Use a similar self testing as above.</p>	<p>Same as above.</p>
<p>Toss ball so that setter has to move forward or backward.</p>	<p>Quick movement is important so that the body is in good setting position when contact is made. Use a similar self-testing activity as above.</p>	<p>Same as above.</p>
<p>Work with your partner to continuously set a ball.</p>	<p>Emphasize control - set ball to a target (partner). A rope or net may be necessary so learners will set the ball high enough. Remind them that a set must be high enough so that a teammate can get into position to have a good play.</p>	<p>Do the learners demonstrate the ability to set a ball continuously for thirty seconds?</p>

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Receive a tossed ball and back set it over net.	Stress hand position - it remains the same. Arms should be extended straight up over the head and there is a slight bend at the waist.	Does the learner keep hands in setting position?
Back set a ball over a net that is received from a pass or set.	Plan an activity that test learner's ability to get three out of five balls over the net.	Does the learner demonstrate the ability to back pass over the net three out of five trials?
	Most serves should be received with a pass. However in this situation, (tossed ball, small space), a set will sometimes be adequate. The learners will work in groups of threes: tosser, setter/passer and backsetter. The tosser tosses the ball over the net to the setter/passer who sends the ball to the backsetter at the net and the backsetter sends the ball over the net.	Same as above.
	The learners can test themselves by the number of balls they can back set over the net in ten trails. Teachers may need to ability group and work individually with some students on this skill.	
<b>3.1 Can the learner pay a cooperative game of three-on-three volleyball?</b>	Introduce court coverage in a two-on-two situation - (front row/back row or front row player should turn (sideways) to open passing lane for back row player. At first, have tosser toss the ball to the back row player so that they know that the first hit is theirs. As skill improves, vary the toss so that learners must "call the ball".	Do the learners demonstrate the ability to cover court area responsibility?
Work with your partner to cover court - (front row/back row).		
Work cooperatively in a two-on-two setting to keep ball in play using pass and set.	Learners should position themselves as a front line player and back line player. From this point on, any reference to pass and set means front and back pass and front and back set. Begin play with a toss over the net. Establish a small area so the ball will be kept in play easier. Generally, same considerations as above. Continue to <u>focus</u> on setting the ball <u>high</u> .	Does the learners work cooperatively to keep the ball going for at least twenty seconds?
Work cooperatively in three-on-three setting to keep ball in play using pass and set.	Modify the game so that the only way to score points is to use two or three hits to return over net. Design an activity that tests the two-on-two groups ability to keep the ball going for 10, 15, 20 seconds.	Same as above.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
<b>3.2 Can the learner play a competitive game of three-on-three volleyball?</b>	The learners have practiced defensive strategies in previous learning experiences. For these learning experiences the focus will shift to offensive strategies.	
Return ball across net to a target - not opponents.	The learners should practice passing a ball to various targets across the net - no opponents. Have a tosser toss the ball over the net. The learners should pass the ball one or two times using a pass or set before passing it across the net to the target. Plan an activity that test the learner's ability to pass a ball across the net to the target. Such as, the number of successful passes out of 10 trials. Groups could compare scores.	Do the learners make at least one pass before returning ball across net?
Return ball across net away from opponent's position.	These next two experiences are developed simultaneously.	Does the learner demonstrate the ability to pass across net to designated targets two out of three trials?
Receive opponent's pass from across net, pass and set with teammates and pass back across net.	The learners will be developing offensive and defensive strategies. The offensive play will focus on passing/setting with teammates to send ball to the opponent's side away from their position. The defensive focus is to defend all playing areas and receive opponent's pass to keep ball in play.	Do the learners demonstrate the ability to pass the ball across net away from opponent's position in three out of five trials?
	The court size for a three-on-three modified game should be approximately 30' x 20'.	
	As the learners demonstrate the ability to receive and return the ball, design a modified two-on-two/three-on-three volleyball game. Game skill should be limited to using the pass and set. Introduce rotation of players; line, scoring, net procedures and rules. Avoid introducing rules that are not needed to play a two-on-two/three-on-three game. The ball can be put into play with a set tossed from a front player.	
	As this juncture, spark the learner's enthusiasm, this could be a lull point...in every lesson play small group modified game three-on-three cooperative, etc.	

**Grade/Level:** Secondary (7-12)

**Concept/Activity:** Volleyball II

**Objectives:** The learner will be able to:

1. Continuously pass a ball with a partner for thirty seconds.
2. Continuously set the ball using front and back sets.
3. Set to a target three out of five times.
4. Serve (underhand or overhand) a ball over a six to seven foot net from at least a distance of twenty feet.
5. Play a modified game of three-on-three/four-on-four volleyball using the pass, set and serve.
6. Execute a spike from a set.
7. Use a dig to keep the ball in play.
8. Play a modified game of three-on-three/four-on-four volleyball using a pass, set and serve and occasionally a spike or dig when appropriate.

En Route Learnings		Teach To The Objective	Monitor Learner Progress
1.1	<b>Can the learner continuously pass the ball with a partner?</b>	Emphasize <u>control</u> - passing to a target.	
	Pass ball to a partner, squat and touch the floor, come up quickly to receive return pass.	Remind learner to watch ball even while squatting. When the learner demonstrates the ability to keep the ball going continuously, design an activity. Have the learners compete to keep the ball going for ten to thirty seconds.	Does the learner demonstrate the ability to react quickly to receive a pass after sending a pass in two of three trials?
	Pass ball to a partner, make a whole turn, find the ball quickly to receive return pass.	This experience is good for developing quick movement for the ball. Learners should turn in different directions to keep from getting dizzy. Consider a similar game-like idea as presented above.	Same as above.
1.2	<b>Can the learner continuously pass the ball in groups of three's using front and back passes?</b>	Organize the learners into groups of three's for these learning experiences. Arrange the groups in a line with eight to ten feet between each learner.	
	Pass the ball continuously with a partner using front and back passes.	The player on each end will use front passes, the player in the middle will use a back pass, then turn and "face" the player who received the pass.	Do the learners demonstrate the ability to continuously strike a ball, with a group, for thirty seconds?



En Route Learnings	Teach To The Objective	Monitor Learner Progress
Use short and long passes to keep the ball in play.	<p>Use the same formation. Focus on angle of arms when contact is made. The angle must be different for short vs. long passes:</p> <ol style="list-style-type: none"> <li>1. For a short pass, arms should be at a 90 degree angle with the floor and the torso straight. The learner should hit the ball straight up.</li> <li>2. For a long pass, arms should be at a 45 degree angle with the floor and the shoulders (torso) leaning forward toward the target.</li> </ol>	Do the learners demonstrate the ability to keep the ball going for thirty seconds using long and short passes?
<b>2.1 Can the learners set the ball back and forth to each other?</b>	<p>Devise a modified competition using long and short - highest number wins.</p> <p>The focus is on setting the ball high. Partners may let the high set bounce move into position and make a high set. This will also help develop strength.</p>	Does the learner set the ball high enough (at least ten feet) in three out of five trials for their partner to have time to get into position for a set?
Set the ball high to a partner.	Set to a partner, squat and touch the floor, come up quickly to receive a return set.	
Set to a partner, turn around and run to the line. Run back to starting position to receive the returned set from a partner.	Similar to the above experience. Ask the learners to squat--reinforce the idea of getting under the ball for set.	
	This simulates movement of the setter in the game. The setter must run quickly to get to a ball. Designate a line on the floor eight to ten feet away. If you have a volleyball court marked, use the sideline as the starting position and have them run to the sideline of the basketball court. Part of this experience should focus on the learner's getting their "feet set" before ball contact is made.	Does the learner demonstrate the ability to move quickly enough to get to the ball to make an effective set in three out of five trials?
<b>2.2 Can the learner use a front set and or a front and back set to keep the ball going?</b>	These learning experiences can be organized similar to the earlier En Route Learning experiences. The difference is on the focus of the skill of setting.	
Set the ball continuously with a partner using the front set.	The focus is on the set. Learners must continue to work on getting feet planted before contact is made and execute high sets.	Do the learners demonstrate the ability to set the ball continuously for thirty seconds? Modify time to twenty seconds for beginners.

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Set the ball continuously with a partner using front and back sets.

Use the line formation with learners eight to ten feet apart (refer to En Route Learning 1.2). Player "A" passes to "B" who passes to "A". "A" then passes long to "C". While the ball is in the air, player "B" turns to face player "C" and receives a short pass from "C". The learners will be making short and long sets.

Do the learners demonstrate the ability to front and back set the ball for twenty seconds?

When the learners demonstrate their ability to keep the ball going, design a game-like activity. Have the groups play again to see who can keep the ball going for twenty, forty, and sixty seconds.

### 3.1 Can the learner receive a pass and set to a designated target?

The learners used passing and setting in Level I as a way of keeping the ball going. The focus in these learning experiences is on using the set to "set up" a teammate for an offensive shot.

Receive a tossed ball facing a partner and pass to a target area.

This is the beginning of offensive strategies. All passes should go to a setting area in right center court. Passers must learn to receive serve and direct pass to the setter. Use jump ropes, hoops, floor markings, etc. for targets. Some learners will forget to pass high enough in an effort to just get the ball in the target. As the learners demonstrate control, allow them to keep score by receiving one point for each ball that lands in the target area. The learners could play to five, seven, or ten points. Set up this COMPETITION.

Does the learner demonstrate the ability to pass the ball high enough (at least ten feet)?

Set to a target, near the net from a tossed ball.

The tossed ball will allow the learner to focus more on setting to a target. The tosser should toss the ball so the setter does not have to move. Organize the learners into groups of three's in a triangle.

Does the learner demonstrate the ability to set the ball to a target near the net (no movement) in three out of five trials?

The tosser tosses the ball to the setter, the setter sets the ball high to the target. Have the learners rotate every three to five attempts. The target can be any object (hoop, rope, trash can, etc.) or a teammate.

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Set to a target after having to move the feet into position.

Have teams play within their group to determine best setter.

"Best" setters play each other.

Generally the same considerations as above. The focus is on the tosser tossing a ball that forces the setter to adjust body position before making a set. The tosser should make tosses that only require one or two short steps by the setter. As control is demonstrated, the tosser can gradually force the setter to make greater adjustments in moving into position to set the ball. Design a game-like activity that tests each learner's skill at setting to a target. For example, how many times out of ten trials does the learner hit the target? The learners can compare scores within the group or compare scores with other groups.

Does the learner demonstrate the ability to set the ball to a target near the net in three out of five trials? Note: the amount of movement should gradually increase. Monitor the skill during the entire developmental phase.

### 4.1 Can the learner demonstrate a correct underhand serve (PEH 323)?

En Route Learnings 4.1 and 4.2 could be developed simultaneously or separately. If the consideration is to allow learners to select the serve they want to use, they could be taught at the same time. If the consideration is to have learners develop both serves, then teach separately. Provide learners different types of balls to practice: foam, plastic, regular. Allow them to select the ball they want to begin practice. As appropriate, encourage the learners to practice with a regular ball. Avoid turning them off to volleyball from getting hurt while learning the serve.

Serve to a wall using an underhand serve.

The learner uses a loose fist with arm in the palm up position. The ball is held at waist level and slightly in front of the lifting hand. The ball is struck off of the hand - NO TOSS. The arm simulates punching action - very little follow through. The feet are comfortably staggered with left foot forward (right handers). As learners demonstrate efficient patterns,, provide a target on the wall or bleacher or rope (outside) for the learner to serve above. Start the learners about ten feet from target and gradually move them back as they demonstrate control. As the learners demonstrate control ask them to see how many serves out of ten go above the target.

Does the learner demonstrate a correct underhand serving problem?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Serve back and forth with a partner.

Same considerations as above. The learners can practice serving across a net or rope six to seven feet high. Learners should not stand any further from each other than they can control the hits. As control is demonstrated, they can gradually move back - no more than forty feet apart. Have the learners self test their serving ability by the number of serves they can serve out of ten across a net. The learner with the most serves wins.

Does the learner demonstrate the ability to serve a ball to a partner:  
- fifteen to twenty feet apart?  
- six to seven feet high in four out of five trials?

Serve to a target area, across net, using underhand serve.

Mark off about six large target areas in opposite court using cones, hoops, ropes or tape. The learners will use an underhand serve to serve ball over net to a target area. Four to six learners can serve at a time per court area. Give each learner five trials to serve a ball to a pre-designated target. The learners can compete against each other from their distance. The learner who hits the designated target the most wins.

Does the learner demonstrate the ability to serve to a target area in opposite court in four out of five trials?

**4.2 Can the learner receive, serve and pass it to a setter (target)?**

Consider developing this En Route Learning simultaneously with the previous learning experience. Learners could stand inside the serving target areas to receive serve. They could rotate from receiving server to sending server.

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Direct (pass) a served ball up high (at least ten feet) over your own court area.

Pass a received serve to a target.

The learners should use a forearm pass to receive and redirect (pass) a served ball. In the beginning learners should focus on just passing the ball high over their own court toward the net. The pass should be at least ten feet high. The learners are developing the ability to receive a serve and pass it to a setter.

As they demonstrate control, provide targets along the net for the passers. The targets could be hoops, ropes or a partner. Have three to five targets (depending on the size of the court), along the net at a distance of three to five feet.

The learners could be organized into groups of three's for practice - server, passer and target. They could rotate every five trials. The learners could test their skill by receiving a point for each legal serve into the designated target area and a point for each pass that is effectively passed into that target area. The first learner in each group to receive ten points wins.

### 4.3 Can the learner demonstrate a correct overhand serve (PEH 323)?

The same considerations are presented in previous En Route Learnings are appropriate for these experiences. The skill considerations are different. Do not hesitate to teach this skill pattern to all students, modify the balls, softness and distances for beginning learners.

Serve to a wall using an overhand serve.

The overhand serve is performed with an open hand. Toss the ball about two feet above the right shoulder and slightly in front of the shoulder. Preparation for the serve is similar to a throwing action until contact is made. Contact occurs just above the head with the heel and lower palm. Contact is made at the center of the ball. The floater serve is most effective (PEH 323 Learning Cues #7).

Does the learner receive the serve in three of five trials and redirect it to a setter (target) in the front line?

Does the learner demonstrate a correct overhand serving motion?  
...with an appropriate ball for their ability level.

Serve back and forth with a partner using overhand serve.

Same considerations as for underhand. Modify balls to be used for practice as appropriate to learner.

Does the learner demonstrate the ability to serve an overhand ball to a partner:  
- fifteen to twenty feet apart?  
- six to seven feet high in three out of five trials?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Serve to a target area, across net, using overhand serve.

Same considerations as for underhand. Modify balls to be used for practice as appropriate to learner.

Does the learner demonstrate the ability to overhand serve to a target areas in the opposite court in three out of five trials?

### 5.1 Can the learner return serves using passes (PEH 321)?

Use a pass or set to receive a serve.

The focus is on receiving a serve and passing it to a teammate. Serves should be received with the forearm pass when possible. The learners can work in small groups of two to four. The learners are focusing on receiving a serve and redirecting - no specific target. Have a learner serve the ball to one to three learners across the net. The learners can take turns or react to the serve in their area. They should move into position and execute a pass. Start this experience with the best servers serving.

Does the learner demonstrate the ability to get in position to receive a serve with a set or pass?

Use a pass and/or set to redirect a serve to a teammate.

The focus shifts to directing the serve to a teammate.

Does the learner demonstrate the ability to get in position to redirect a serve using a set or pass?

Do the learners demonstrate the ability to set up for a spiker? Or to a specific area of the court.

### 5.2 Can the learner play a modified game of three-on-three to four-on-four volleyball?

Use at least two hits before sending it across net.

Call your illegal hits.

Cover your area when receiving a ball from opponent's side.

Try to group the learners into groups of equal playing ability. Remember, the more in a group usually the more complex the experience. Place learners in two-on-two situation if it will increase active participation. The purpose is to develop continuous play. Introduce the rules that are necessary for game play. Encourage learners to call their own illegal hits when they occur. Focus on good offensive and defensive strategies. Offensively, expect two to three hits. Modify service line distance when appropriate. Defensively, expect learners to cooperate in playing their area. Court size should be related to the number in a group: two-on-two about 16' by 26'; three-on-three 20' by 30'; four-on-four 24' by 40': (Teachers may need to adjust court size to accommodate class size).

Do the learners demonstrate the ability to consistently:

- use two and or three hits in game play?
- call illegal hits?
- cover their area on defense?
- work cooperatively with teammates?

### 5.1 Can the learner demonstrate the spike motion correctly (PEH 322)?

These learning experiences focus on using a spike without a net.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
<p>Demonstrate the arm action of the spike - no ball.</p> <p>Using the arm action for the spike, throw the ball to a partner.</p>	<p>Have the learner practice the spike motion while standing with no ball. The spike is done with an "open" hand - never a fist. Elbow stays high and the learner must reach for the ball. The learners will throw a held ball to their partner. Release of the ball should be with arm extended - <u>no follow through</u>. Timing is the most difficult element.</p>	<p>Does the learner demonstrate the correct arm action of the spike?</p> <p>Does the learner demonstrate correct arm action of the spike when the ball is thrown to the learner?</p>
<p>Using arm and body action for the spike, throw the ball to the floor.</p> <p>Using the spiking motion, hit the ball downward.</p>	<p>The focus is on the action of the upper body for power spiking: arms up on jump, elbow is high so it can lead and the wrist snaps to direct the ball downward. Use an open hand and wrist snap. Spiker tosses the ball above the head and slightly in front and hits/spikes ball toward the floor. Provide a target area that focuses the learner on hitting the ball at a 45 degree angle. This can be practiced against the wall or bleachers.</p>	<p>Does the learner demonstrate correct body action for a spike when the ball is thrown to him/her in three of five trials?</p>
<p><b>6.2 Can the learner use a three-step approach in preparing for the spike (PEH 322)?</b></p> <p>Use a three-step approach to the net - no jump.</p> <p>Use three-step approach to net, jump and demonstrate spiking motion.</p>	<p>The learners should start about ten feet from the net. The focus is this experience is just on the steps - no jump. The first step is usually taken on the left foot (for right handers). The third step is a jump/hop with <u>both</u> feet planted. This transfers the momentum from forward to straight up. The arms swing forward and upward in the jumping action - similar to the rebound in basketball.</p>	<p>Does the learner demonstrate a three-step approach well enough to add the jumping action?</p> <p>Does the learner demonstrate a smooth transition from approach to jump?</p>
<p><b>6.3 Can the learner spike a ball?</b></p>	<p>Arrange the nets in height in relation to the learner's jumping ability. The learners should be able to jump so that they can extend their hand above the net by about one foot. Nets can be lower during the early learning experience and gradually raised as the learners increase their speed and jumping height. Ropes can be used instead of nets.</p>	

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Spike a ball being held from a three-step approach.

Have a learner stand in a chair and hold a ball just above the net. The spiker approaches the net, jumps and spikes the ball out of the holder's hand. This experience allows the learner to focus on the approach, jump and spike movement without being concerned with the timing of the ball. The ball is spiked toward the floor at approximately a 45 degree angle. Provide a target area for the learners to direct spikes toward. Design an activity to see who can spike the most consecutive balls into opposite court correctly. The focus is on timing the approach and jump with a moving ball. The toss should be about ten to twelve feet high. It is not uncommon for learners to have difficulty in making good spikes during the early part of this experience. Effective reinforcement will be critical for success. If learners become frustrated, consider returning to the "held ball" experience for practice. Controlling the net height is also a consideration. A lower net requires less speed which would allow the learners to focus more easily on the timing. As they demonstrate control gradually raise the net. As learners gain control at the various net heights, design an activity to determine which learner can spike three out of five balls correctly.

Does the learner demonstrate the ability to spike a held ball in three out of five trials correctly:

Spike a ball tossed above the net.

Does the learner spike the ball at the appropriate angle consistently in three out of five trials into a designated target area?

Does the learner demonstrate the ability to spike a tossed ball in three out of five trials?

Spike a ball "set" above the net.

The complexity with this experience has increased with the addition of a setter. Selecting the best setters at first will decrease the amount of adjustment the spiker will have to make with the approach, jump and spike. The setters should set from a tossed ball (there is a spiker, setter, tosser). Generally all previous considerations apply here.

Does the learner demonstrate the ability to spike a set ball in three out of five trials (only count the attempts that had an effective set) over at least a six foot high net?

i.4 **Working in groups of fours, can the learners pass, set and spike the ball over the net?**

The focus is to integrate several skills into a game-like (cooperative) learning experience.



## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

From a set, spike the ball into opposite court forcefully.

Organize the learners into groups of fours. Give each learner five practice trials and then rotate. The tosser tosses the ball high to the passer. Passer passes the ball to the setter who sets the ball to the spiker who starts approximately ten feet from the net. This experience includes all of the skills taught in the previous learning experiences. If learners have difficulty in performing a pass or set, teach for it directly.

Do the learners demonstrate the ability to:

- work together?
- use a pass and set to "set up" a spiker who spikes the ball over the net two or three times out of five attempts?

As groups demonstrate the ability to combine all skills into successful spiking, design a testing activity. For example, groups can compare how many consecutive legal correct spikes they can make out of ten trials.

### 7.1 Can the learner use a dig to keep the ball in a play (PEH 322)?

The dig is used to keep balls in play that are too low for a two hand pass.

Use a dig from a tossed ball.

The fist is closed and the ball is struck with the heel of the hand. In most digs, the learner must extend the body low and away from the base-feet. The learners do not need to swing - just let the ball rebound off of the fist. Consider having mats available for the early learning experiences for safety. Have the learners practice in pairs. They can alternate tossing and digging. They should start with easy tosses and gradually increase the speed of the toss. Use knee pads for safety, too.

Does the learner demonstrate the ability to dig a tossed ball in three out of five trials?

Use a dig to return a hard thrown ball.

Throwers should stand on the floor about ten feet from the digger. The thrower will throw a direct ball in front of the learner (digger). The learner will react to the throw and use a dig to direct the ball up. Provide a target for the thrower to aim at. Design an activity that test the learner's ability to dig. See how many digs out of ten trials they can effectively make.

Does the learner demonstrate the ability to dig a hard thrown ball in three out of five trials?

Use a dig to return a spiked ball.

Same considerations as above. With a spike ball there is more variation in the flight of the ball. Place two or three learners about fifteen feet from the net and designate the area in which to practice. Have a learner toss a ball to a spiker who spikes the ball toward the diggers. Consider using the best spikers for this experience.

Does the learner demonstrate the ability to use a dig to keep a hard hit ball (spike) in play two or three times out of five trials?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

- 8.1 Can the learner react appropriately to return a serve showing cooperative defensive teamwork to receive serve, and set-up for spike, or perform necessary defensive tactics to keep ball in play?**

Use pass or set to receive a serve or a dig to save.

Use pass or set to redirect a serve to a teammate.

Use pass or set to set up teammate for a spike.

- 8.2 Can the learner incorporate a spike and/or dig when appropriate to the modified game play?**

Use hits to set up for the spiker.

Attempt a spike whenever the set is appropriate.

Use a dig in game play when ball is too low for a forearm pass.

Try to dig and direct ball upward so teammates can set-up for an offensive play.

The focus in this learning is to advance the players team skill and have them incorporate the spike or dig as appropriate while continuing to improve pass, set and serve skills in a modified small game setting. (Objectives 8.1 and 8.2 could be the focus during game play or tournaments).

Observe to see that serves are improving and that returns are redirected in good attempts to set and execute the spike. If not, return to objective #6 on spiking so that the pattern becomes more instinctive to learners. Insure that all learners get an opportunity to play all positions even in the modified game setting. Have an observer record all hits on both teams and then let learners analyze their own abilities as individuals and team players to appropriately respond with a pass, set, spike or dig.

Does the learner demonstrate the ability to cooperatively work with teammates to appropriately receive a serve or offensive return hit and pass, set-up and spike to return to opposing team?

Does the learner contribute to the team defensive tactics to reverse them to an offensive strategy in three out of five trials?

Do the learners demonstrate the ability to consistently:

- use two or three hits to return balls?
- call illegal hits?
- cover their area on defense and try to set up offensive strategy?
- serve well in three out of four trials?
- work cooperatively with teammates?
- attempt spikes and dig in team play when appropriate?